Interchange Volume 7

Authors/Articles Index

Aitken, Johan L. The Tale's the Thing: Northrop Frye's Theory Applied to the Teaching of Tales in the Elementary School: 2, 63-72.

Andrews, E. A. *See* Sullivan, A. M.

Bachor, Dan G. Assessing Intelligence: An Introduction: 3, 1-2.

Beck, Clive. Why General Intelligence Assessment Should Be Abandoned: 3, 29-35.

Bennett, N. *See* Hunt, David E.

Bereiter, Carl. IQ and Elitism: 3, 36-44.

Bognar, Carl. Back to the Basics – An Introductory Survey: 4, 1-2.

Brainerd, Charles J. On the Validity of Propositional Logic as a Model for Adolescent Intelligence: 1, 40-45.

Brown, A. E. Intelligence Tests and the Politics of School Psychology: 3, 17-20.

Caspi, Moshe D. Everywhere: A Creative Self-Education Approach: 4, 53-61.

Cohen, Margaret W., Emrich, Andrea M., and deCharms, Richard. Training Teachers to Enhance Personal Causation in Students: 1, 34-39.

Colalillo, Giuliana. *See* Leckie, Dan.

deCharms, Richard. *See* Cohen, Margaret W.

D'Oyley, Vincent. Another Note on the Education of Urban West Indian Black Canadians: 2, 23-26.

Elliott, John. Developing Hypotheses about Classrooms from Teachers' Practical Constructs: An Account of the Work of the Ford Teaching Project: 2, 2-22.

Emrich, Andrea M. *See* Cohen, Margaret W.

Evans, Peter O. Reading as an Integrated Learning Activity: 4, 46-52.

Everhart, Robert B. Patterns of Becoming: The Making of Roles in Changing Schools: 1, 24-33.

Foulds, Jim. You Can't Go Home Again: 4, 10-13.

Frost, Barry P. *See* Frost, Ruth.

Frost, Ruth, and Frost, Barry P. Training Psychologists in Intelligence Testing: 3, 21-28.

Frye, Northrop, interviewed by Oliver, Hugh. "A literate person is first and foremost an articulate person . . .": 4, 32-38.

Hanson, Mark. Beyond the Bureaucratic Model: A Study of Power and Autonomy in Educational Decision-Making: 2, 27-38.

Interchange Volume 7

Authors/Articles Index

Aitken, Johan L. The Tale's the Thing: Northrop Frye's Theory Applied to the Teaching of Tales in the Elementary School: 2, 63-72.

Andrews, E. A. *See* Sullivan, A. M.

Bachor, Dan G. Assessing Intelligence: An Introduction: 3, 1-2.

Beck, Clive. Why General Intelligence Assessment Should Be Abandoned: 3, 29-35.

Bennett, N. *See* Hunt, David E.

Bereiter, Carl. IQ and Elitism: 3, 36-44.

Bognar, Carl. Back to the Basics – An Introductory Survey: 4, 1-2.

Brainerd, Charles J. On the Validity of Propositional Logic as a Model for Adolescent Intelligence: 1, 40-45.

Brown, A. E. Intelligence Tests and the Politics of School Psychology: 3, 17-20.

Caspi, Moshe D. Everywhere: A Creative Self-Education Approach: 4, 53-61.

Cohen, Margaret W., Emrich, Andrea M., and deCharms, Richard. Training Teachers to Enhance Personal Causation in Students: 1, 34-39.

Colalillo, Giuliana. *See* Leckie, Dan.

deCharms, Richard. *See* Cohen, Margaret W.

D'Oyley, Vincent. Another Note on the Education of Urban West Indian Black Canadians: 2, 23-26.

Elliott, John. Developing Hypotheses about Classrooms from Teachers' Practical Constructs: An Account of the Work of the Ford Teaching Project: 2, 2-22.

Emrich, Andrea M. *See* Cohen, Margaret W.

Evans, Peter O. Reading as an Integrated Learning Activity: 4, 46-52.

Everhart, Robert B. Patterns of Becoming: The Making of Roles in Changing Schools: 1, 24-33.

Foulds, Jim. You Can't Go Home Again: 4, 10-13.

Frost, Barry P. *See* Frost, Ruth.

Frost, Ruth, and Frost, Barry P. Training Psychologists in Intelligence Testing: 3, 21-28.

Frye, Northrop, interviewed by Oliver, Hugh. "A literate person is first and foremost an articulate person . . .": 4, 32-38.

Hanson, Mark. Beyond the Bureaucratic Model: A Study of Power and Autonomy in Educational Decision-Making: 2, 27-38.

Hollinghurst, F. *See* Sullivan, A. M.

Holmes, Mark. Moral Education – What Can Schools Do? 1, 1-10.

Humphreys, Lloyd G. Theory of Intelligence and the Management of Classroom Learning: 3, 45-50.

Hunt, David E. Review of N. Bennett's "Teaching Styles and Pupil Progress": 4, 39-45.

Jenks, Charles L. A Pragmatic Note on Program Selection or Will It Work in Your District? 2, 50-53.

Leckie, Dan, and Colalillo, Giuliana. The Losers: The Local Communities and Their Children: 4, 7-10.

Levin, M. A. The Pendulum and the Pits: 4, 13-16.

Madigan, R. *See* Sullivan, A. M.

Manitoba Federation of Labour and Special Projects Branch, Ministry of Colleges and Universities Affairs, Province of Manitoba. A Report on Post-Secondary Education: 1, 11-23.

Marks, Russell. Providing for Individual Differences: A History of the Intelligence Testing Movement in North America: 3, 3-16.

Murray, Alan. The Literacy Debate: Sharing the Facts: 4, 19-23.

Noseworthy, C. M. *See* Sullivan, A. M.

Oliver, Hugh. *See* Frye, Northrop.

Roberts, Joan I. On Knowing When Students Are Free: 1, 52-62.

Russell, Howard. *See* Traub, Ross E.

Shukyn, Murray, and Simon, Roger. A Dorsal Fin Above the Waves: 4, 16-17.

Sieber, Sam D. The Organizational Dilemma of Educational Change Models: Toward a Solution: 2, 39-49.

Simon, Roger. *See* Shukyn, Murray.

Special Projects Branch, Ministry of Colleges and Universities Affairs, Province of Manitoba. *See* Manitoba Federation of Labour.

Stenhouse, David. Evolutionary, Adaptive, and Ethological Considerations in the Assessment of Intelligence: 3, 51-61.

Sullivan, A. M., Andrews, E. A., Hollinghurst, F., Madigan, R., and Noseworthy, C. M. The Relative Effectiveness of Instructional Television: 1, 46-51.

Traub, Ross E., Wolfe, Carla, Wolfe, Richard G., and Russell, Howard. Interface Project II and Ontario's Review of Educational Policy: 4, 24-31.

Wells, Thomas L. Adjusting the Pendulum: 4, 3-7.

Wolfe, Carla. *See* Traub, Ross E.

Wolfe, Richard G. *See* Traub, Ross E.

Wright, Vicki. Hidden Messages: Expressions of Prejudice: 2, 54-62.